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| **Teacher Name**  | **Barrow, Bowyer, Strickland, Tubbs**  | **Unit Name**  | **Unit I -The Gilded Age**  |
| **Course**  |  USH | **Dates**  | **Aug. 22-26**  |

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| **Monday**  | **Daily Objective:** A TEKS-based description of the lesson’s objective in student-friendly words.  **Agenda with Approximate Time Limits****Welcome to U.S. History! Review:**1. Syllabus 7-10
2. Procedures 7-10
3. Introductions 30

**Formative Assessment:** Class Procedures Kahoot**Modifications**Anchor Charts to aid in proper classroom Procedure. **Intervention:** **Extension:** Can you beat me at remembering names?**Follow-Up/Homework: Get supplies listed on laptop**  |
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| **Tuesday**  | **Daily Objective:**  I can demonstrate familiarity with ACES writing for USH**Agenda with Approximate Time Limits:**  1. ACES Formula 10 min
2. ACES Assignment 20 min

**Formative Assessment:**  ACES writing**Modifications: Only one C and E****Intervention:**  Sentence stems scaffolding**Extension:** **Follow-Up/Homework:** Bring an example of a “new” job opening that may be currently available.  |
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| **Wednesday/Thursday**  | * **I can evaluate** the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush.
* I can determine the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt.

**Agenda with Approximate Time Limits:**  1. Songs of Westward Expansion (10 min)
2. Farmers, Miners, Ranchers notes (14 min)
3. Cause and Effect Relationships (5 min)

**Formative Assessment:**  C/E Relationships**Modifications:** **Intervention:** **Extension:** Western Frontier Cube Project**Follow-Up/Homework:**   |
|   |   |
| **Friday**  | **Daily Objective- I will evaluate the economic impact of the Transcontinental RR and Homestead Act and how did they contribute to the closing of the frontier?****Agenda with Approximate Time Limits:**  1. Economic impacts of investments
2. Incentives to Move
3. NOTES – Impact of WW Expansion

**Formative Assessment:**  Economic Impact Chart**Modifications:****Intervention:** **Extension:** **Follow-Up/Homework:** ACES Writing Tuesday, August 30 – Main contributions to closing the Frontier.  |